

Art Enrichment

Grades K-8

Kindergarten

S1-1A. Produce a line using crayon, pencil, or marker.

S2-1A. Identify and use lines.

S2-1B. Identify and use shapes.

S2-2D. Identify and use a pattern by repeating a single shape, line, or color.

Standards: S1.1A,S2.1A,S2.1B,S2.2D.

Product/Performance and Elements and Principles of Art

Identify and produce lines, shapes and patterns using crayons, pencils and markers.

S4-1A. Use physical movement in dance to interpret line in artwork.

S1-1D. Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects).

S1-2A. Uses scissors with control; Modeling with clay or a similar material: Create a sphere.

Standards: S1.1D,S1.2A,S4.1A.

Product/Performance and Interdisciplinary Connections

Kinesthetic learning through the use of scissors, stamps, making playdough and modeling to create spheres, and using physical movement in dance to interpret line in different artworks.

S1-3A. Portrait: Create an original picture of self or other person.

Landscape: Create a picture showing outside.

S1-3C. Create an original artwork that communicates ideas about the

Following themes:

- People (self, family, friends)
- Indoors (classroom, kitchen, bedroom)
- Outdoors (seasons, nature)

Standards: S1.3A,S1.3C.

Product/Performance

Creating original artwork that communicates themes such as people, indoors and outdoors.

S3-2A. Identify the subject of artworks.

S4-2A. Explain how stories can be told in pictures and/or words.

Standards: S3.2A,S4.2A.

Artistic Perceptions and Interdisciplinary Connections

Using pictures and words to explain how stories can be told and identifying the subject of artworks.

First Grade

S1-1A. Fill an area with solid color/value using crayon, pencil, or marker.

S2-1E. Identify and use primary colors.

S2-1F. Identify and use value.

Standards: S1.1A,S2.1E,S2.1F.

Product/Performance and Elements and Principles of Art

Identify and use primary colors and values using crayons, pencils or markers.

S1-3A. Portrait: Create an original artwork showing family members.

Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox).

S1-3C. Create an original artwork that communicates ideas about the

Following themes:

- People (self, family, friends)
- Animals (pets, farm, zoo, wild)
- Things (toys, tools, food)

S3-1A. Discuss a response (feeling or idea) to an artwork based upon the student's life experience.

Standards: S1.3A,S1.3C,S3.1A.

Product/Performance and Artistic Perceptions

Creating original artwork that communicates Self-Awareness.

S2-1B. Identify and use triangle, circle, square, rectangle and oval shapes. Categorize shapes as small, medium, and large.

S2-2D. Identify and create an alternating pattern (abab).

S4-2A. Explain how patterns in art are similar to patterns in math.

Standards: S2.1B,S2.2D,S4.2A.

Elements and Principles of Art and Interdisciplinary Connections

Identify, use and create shapes and patterns.

S2-1C. Identify and use form.

S2-1D. Identify and use texture.

S2-1G. Identify and demonstrate the use of space.

S2-2A. Identify and demonstrate the concept of middle or center.

S3-2A. Identify the following in artworks: Lines, Shapes, Colors, Patterns.

S5-1B. Compare and contrast two artworks on: Subject matter, Media, Use of value and space,

Theme, Purpose of art in culture, Place

Standards: S2.1C,S2.1D,S2.1G,S2.2A,S3-2A,S5-1B.

Elements and Principles of Art, Artistic Perceptions and Historical/Cultural Contexts

Identify, use and demonstrate form, texture and use of space.

S1-1D. Demonstrate a monoprint process.

S1-2A. Use glue with control.

Fold paper and identify folded edge.

Modeling with clay or a similar material: Pinch, pull, and roll material.

S1-3B. Design wearable art (e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting).

Standards: S3.2A,S4.2A.

Artistic Perceptions and Interdisciplinary Connections

Kinesthetic Learning - Hands on

Second Grade

S1-1A. Change pressure to create two values using crayon or pencil.

S2-1E. Identify and use secondary colors.

S2-1F. Identify and use light and dark values.

Standards: S1.1A,S2.1E,S2.1F.

Product/Performance and Elements and Principles of Art

Identify and use primary colors and values using crayons or pencils.

S1-3A. Still Life: Create an original still life from observation.

Landscape: Create an original landscape.

S1-3C. Create an original artwork that communicates ideas about the

Following themes:

- Nature.
- Places (school, home, stores, neighborhood, countryside).

S3-1A. Explain different responses you have to different artworks.

Standards: S1.3A,S1.3C,S3.1A.

Product/Performance and Artistic Perceptions

Creating original artwork that communicates Self-Awareness.

S2-1A. Identify and use zigzag, dotted, and wavy lines.

S2-1B. Identify and use geometric shapes.

S2-1C. Identify and use geometric forms: sphere, cube, cylinder, and cone.

S2-1D. Identify and use actual texture.

S2-1G. Identify and use foreground and background to create illusion of space.

S2-2C. Identify and use color contrast.

S2-2D. Identify and create a complex pattern.

S3-2A. Identify the following in artworks:

- Geometric shapes and forms
- Foreground and background
- Real textures
- Contrast/variety of colors

S3-2D. Identify and create a complex pattern

Standards: S2.1A,S2.1B,S2.1C,S2.1D,S2.1G,S2.2C,S2.2D,S3.2D.

Elements and Principles of Art and Artistic Perceptions.

Identify, use and create shapes and patterns.

S1-1D. Create a paper weaving using plain weave (over one, under one, alternating rows).

S1-2A. Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting) Modeling with clay or a similar material: Roll coils: flatten material into a slab.

S1-3B. Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material).

Standards: S1.1D,S1.2A,S1.3B.

Product/Performance

Kinesthetic Learning - Hands on

Third Grade

S1-1A. Layer two or more colors using crayon, colored pencil, or oil pastel.

S1-1B. Apply paint in even strokes to create a watercolor/thinned tempera wash. Paint lines and fill in shapes with even color using tempera.

S2-1E. Identify and use warm and cool colors.

Standards: S1.1A,S1.1B,S2.1E.

Product/Performance and Elements and Principles of Art

Identify and create warm/cool colors and values using crayons, colored pencils, oil pastels and tempera paint.

S1-3A. Figure: Create an original artwork of a figure in an action pose. Landscape: Create an original cityscape.

NonObjective: Create an original artwork using line, shape and color.

S1-3C. Create an original artwork that communicates ideas about the

Following themes:

- Community
- Group Identity (family, classroom, groups, scouts, sports teams)

S3-1A. Compare different responses students may have to the same artwork.

Standards: S1.3A,S1.3C,S3.1A.

Product/Performance and Artistic Perceptions

Creating original artwork from observation and memory.

S2-1A. Identify and use horizontal, vertical, and diagonal lines.

S2-1B. Differentiate between shapes and forms.

S2-1C. Identify and demonstrate sculpture-in the-round.

S2-1D. Identify and use invented textures.

S2-1G. Identify and use middle ground, overlapping, and change of size to create illusion of space.

S2-2A. Identify and use symmetrical (formal) balance.

S2-2C. Identify and use size contrast.

S3-2A. Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes.

Standards: S2.1A,S2.1B,S2.1C,S2.1D,S2.1G,S2.2C,S2.2D,S3.2D.

Elements and Principles of Art and Artistic Perceptions.

Demonstrate understanding of all Elements and Principles of Art.

S1-1D. Demonstrate an additive process (e.g., string, cardboard, glue, found objects).

S1-2A. Manipulate paper to create forms (in-the round).

Cut a symmetrical shape from a folded piece of paper.

Modeling with clay or a similar material: Create applied and impressed textures.

S1-3B. Create a container (e.g., paper box, clay pot, fiber basket).

Standards: S1.1D,S1.2A,S1.3B.

Product/Performance

Kinesthetic Learning - Hands on

Fourth Grade

S1-1A. Create light, medium, and dark values using pencil.

S1-1B. Apply watercolor paint to wet areas to blend color (wet-on-wet technique); Using tempera paints, add color to white to create a tint; Using tempera paints, add black to a color create a shade

S2-1E. Identify and use tints and shades

Standards: S1.1A,S1.1B,S2.1E.

Product/Performance and Elements and Principles of Art

Identify and create values, tints and shades using watercolors, tempera paints and pencils.

S1-3A. Portrait: Create facial features in correct proportion

Exaggerate, distort, or simplify features to create an abstract portrait;

Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life; Landscape:

Create an original seascape

S1-3C. Create an original artwork that communicates ideas about the

Following themes:

- Missouri
- The Environment
- Time (e.g., past, present, future)

Standards: S1.3A,S1.3C.

Product/Performance and Artistic Perceptions

Creating original artwork from observation such as realistic or abstract landscapes, seascapes, and portraits.

S2-1A. Identify and use outlines

S2-1B. Identify and use organic (freeform) shapes

S2-1C. Identify and demonstrate relief sculpture; Identify and use organic form

S2-1F. Identify and demonstrate a value scale

S2-1G. Identify and use placement and change in detail to create illusion of space; Identify and use positive and negative space

S2-2A. Identify and use radial balance.

S2-2B. Identify and create center of interest (focal point)

S2-2C. Identify and use value contrast.

S3-2A. Describe the use of the following in artworks:

Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/variety of values, Complex patterns, Facial proportions.

Standards: S2.1A,S2.1B,S2.1C,S2.1F,S2.1G,S2.2A,S2.2B,S2.2C,S3.2A.

Elements and Principles of Art and Artistic Perceptions.

Demonstrate understanding of all Elements and Principles of Art.

S1-1D. Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate)

S1-2A. Build or layer materials to create a relief; Apply a variety of paper folding techniques;

Modeling with clay or a similar material; Make organic forms.

S1-3B. Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card)

Standards: S1.1D,S1.2A,S1.3B.

Product/Performance

Kinesthetic Learning - Hands on

Fifth Grade

S1-1B. Mix a variety of hues to create new colors; Apply layers of watercolor paint from lightest to darkest colors; Using tempera paints, produce a sharp, clear edge between areas of colors

S2-1E. Identify and use intermediate and neutral colors; Identify the arrangement of colors on a color wheel

Standards: S1.1B,S2.1E.

Product/Performance and Elements and Principles of Art

Identify and create new colors, colors in gradation, intermediate and neutral colors using watercolors and tempera paints.

S1-3A. Portrait: Create a portrait from observation; Still Life: Create a still life from observation that shows the illusion of form; Landscape: Create an original outdoor scene to show the illusion of space

S2-1G. Identify and use converging lines to create the illusion of space; Identify and use a single horizon line

Standards: S1.3A,S2.1G.

Product/Performance and Artistic Perceptions

Create a portrait, still life, and landscape that conveys the illusion of space and form.

S1-1A. Create texture or surface quality using any drawing media

S2-1A. Identify and use contour lines

S2-1B. Identify and use symbolic shapes

S2-1C. Identify and use the illusion of form: cube, sphere, cylinder, and cone

S2-1D. Identify and use implied or simulated textures

S2-2A. Identify and use asymmetrical (informal) balance

S2-2C. Identify and use texture contrast

S2-2F. Identify and use relative size (realistic scale)

S3-2A. Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast/variety of textures; Perspective: Change in size, Point of view.

Standards: S1.1A,S2.1A,S2.1B,S2.1C,S2.1D,S2.2A,S2.2C,S2.2F,S3.2A.

Elements and Principles of Art and Artistic Perceptions.

Demonstrate understanding of all Elements and Principles of Art.

S1-1D. Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images

S1-2A. Combine simple forms to create a complex object/form (in-the-round); Use paper joining techniques such as tabs and slits; Modeling with clay or a similar material: Build a form using a coil techniques

S1-3B. Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)

Standards: S1.1D,S1.2A,S1.3B.

Product/Performance

Kinesthetic Learning - Hands on

Sixth Grade

S1-1A. Use pencil or marker to draw a continuous line that describes an object from observation
S1-1B. Using opaque paint, overlap brush strokes to create a smooth and even area of color
S2-1E. Identify and use monochromatic colors
S2-1F. Identify and demonstrate color value (tints and shades); Identify and demonstrate a value scale

Standards: S1.1B,S2.1E.

Product/Performance and Elements and Principles of Art

Identify and create new colors, colors in gradation, intermediate and neutral colors using watercolors and tempera paints.

S1-3A. Create original artwork using the following subjects: Realistic portrait & Abstract portrait
S2-2F. Create facial features in realistic proportion

Standards: S1.3A,S2.1G.

Product/Performance and Artistic Perceptions

Create a portrait, still life, and landscape that conveys realistic proportions.

S2-1A. Identify and use converging lines Identify and use contour lines to define a complex object
S2-1B. Identify and use complex shapes such as people, animals, vehicles
S2-1D. Identify and use real/actual texture.
S2-2A. Identify and use symmetrical (formal) balance
S2-2C. Identify and use shape, line, and size contrast
S2-2F. Create facial features in realistic proportion
S3-2A. Identify the type of artwork (e.g., painting, drawing, print, sculpture); Identify and explain symbolism or message communicated in an artwork; Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture(Functionalism)

Standards: S1.1A,S2.1A,S2.1B,S2.1C,S2.1D,S2.2A,S2.2C,S2.2F,S3.2A.

Elements and Principles of Art and Artistic Perceptions.

Demonstrate understanding of all Elements and Principles of Art.

S1-1D. Demonstrate a printmaking process (e.g., monoprint, collagraph, string print); Manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading)
S1-2A. Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)
S2-1G. Identify and use positive and negative shapes in two-dimensional work

Standards: S1.1D,S1.2A,S1.3B.

Product/Performance

Kinesthetic Learning - Hands on

Seventh Grade

S2-1E. Identify and use analogous colors.

Standards: S2.1E

Elements and Principles of Art

Identify and use analogous colors.

S1-3A. Create original artwork using the following subjects: human figure and still life from observation.

S1-3C. Create an original artwork that communicates ideas about the following themes: Group Identity and Nature

Standards: S1.3A,S1-3C.

Product/Performance

Create a variety of artwork using human figures, still lifes, and nature.

S1-1A. Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture.

S1-1B. Use a variety of brush strokes to create various textures.

S2-1D. Identify and use implied or simulated texture.

S2-1A. Identify and use rhythmic lines.

S2-1B. Identify and use rhythmic shapes.

S2-2A. Identify and use radial balance.

S2-2B. Identify and use center of interest (focal point).

S2-2D. Identify and use regular rhythm.

Standards: S2.1A,S2.1B,S2.2A,S2.2B,S2.2D,

Elements and Principles of Art

Demonstrate understanding of all Elements and Principles of Art.

S3-2A. Describe artwork in detail.

Analyze the use of elements and principles used in artworks.

Interpret the meaning of work Judge the work from each aesthetic theory:

- Showing a real or idealized image of life (Imitationalism);
- Expressing feelings (Emotionalism/ Expressionism);
- Emphasis on elements and principles (Formalism);
- Serving a purpose in the society or culture (Functionalism)

Standards: S3.2A.

Artistic Perceptions.

Describe artwork in detail using Aesthetic Theory.

S1-1D. Demonstrate a type of relief block printmaking.

Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts).

S1-2A. Create an in-the round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plastercraft, cardboard, fibers).

S2-1G. Identify and use positive and negative forms in 3D work.

Standards: S1.1D,S1.2A,S2-1G.

Product/Performance and Elements and Principles of Art

Kinesthetic Learning - Hands on

Eighth Grade

S1-1A. Create even, continuous, and graduated tones using pencil or colored pencil.

S1-1B. Create a variety of colors, tints, and shades by mixing pigments.

S2-1E. Identify and use complementary colors.

S2-1F. Identify and use a range of values

S2-2C. Identify and use color and value contrast.

Standards: S1.1A,S1.1B,S2.1E,S2.1F,S2.2C.

Product/Performance and Elements and Principles of Art

Identify and use complementary colors, values, graduated tones, tints and shades using pencils, colors pencils and paint.

S1-3A. Create original artwork using the following subjects: Realistic landscape & Abstract Landscape.

S1-3C. Create an original artwork that communicates ideas about the following themes: Environment and Time (past, present, and future).

Standards: S1.3A,S1-3C.

Product/Performance

Create realistic and abstract landscapes.

S2-1A. Identify and use varied line quality.

S2-1B. Identify and use varied shapes.

S2-1C. Identify and use a range of values to create the illusion of form.

S2-1D. Identify and use invented texture.

S2-1G. Identify and use one-point linear perspective to create the illusion of space.

S2-2A. Identify and use asymmetrical (informal) balance.

S2-2D. Identify and use progressive rhythm.

Standards: S2.1A,S2.1B,S2.1C,S2.1D,S2-1G,S2.2A,S2.2D,

Elements and Principles of Art and

Demonstrate understanding of all Elements and Principles of Art.

S3-2A. Describe artwork in detail.

Analyze the use of elements and principles used in artworks.

Interpret the meaning of work Judge the work from each aesthetic theory:

- Showing a real or idealized image of life (Imitationalism);
- Expressing feelings (Emotionalism/ Expressionism);
- Emphasis on elements and principles (Formalism);
- Serving a purpose in the society or culture (Functionalism)

Standards: S3.2A.

Artistic Perceptions.

Describe artwork in detail using Aesthetic Theory.

S1-1D. Demonstrate a printmaking process using a variety of ink colors Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts).

S1-2A. Create a 3D artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, styrofoam, commercially produced carving blocks.

Modeling with clay or a similar material: Create a 3D artwork demonstrating appropriate joining.

S1-3B. Create an original functional object.

Standards: S1.1D,S1.2A,S1.3B,

Product/Performance and Elements and Principles of Art

Kinesthetic Learning - Hands on